NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

Vol. 44/No. 3

December 2000

Tis The Season...

by LESLEY-ANN BROWNE

I stood in a lineup for 45 minutes last week to get a toy for my child for Christmas. The demand for the toy is such that there would be none left in a few weeks. Since this was an item on the Santa list it had to be purchased. There can be no disappointment on Christmas morning.

As I stood in this lineup with hundreds of other parents my stress level increased. The lineup moved at a snail's pace, inch by inch, and there was always a price that had to be checked or some problem or other at the cash. The people in front of me were grumbling and the woman and her daughter behind me were snapping at each other. Their tone of voice when speaking to each other was not pleasant. There were children crying and whining everywhere. Why parents would put their children through the experience is beyond me. All I could think is that the kids where expressing how we all felt. A good scream may have done wonders for my frustration level as well.

I overheard the lady behind me say they had to get to a phone. There were people waiting for them who would be wondering where they were. They started bickering about where the phone was, who should make the call, and who should stand in line. I couldn't stand it any longer so I turned around and offered my cell phone. This simple act took away a great deal of stress from this family. The man in front made some comment about the phone and someone else made a comment about the dolls he was holding. I expressed an interest in them but that I did not want to go back through the crowds and lose my place in line. The young girl behind me offered to get it for me while her mother waited in line.

One act of kindness followed another and the atmosphere lightened a little. We were all still as frustrated as ever but we had some one to share it with. The time didn't pass any quicker and the line was still as slow but we had a common bond. Frustration in our pursuit of happiness for our children.

As you search for your own sort of happiness this holiday season, I trust you do so while keeping it all in perspective. Remember your reasons for giving, not just receiving and remember that not all people can stand in a lineup for 45 minutes – many have neither the time, health, inclination, nor the funds to do so. I asked someone recently what they were giving for Christmas this year. I thought this to be a legitimate question although they seemed surprised that I used "giving" and not "getting".

As you prepare for the holidays do so at your own pace, do not feel obligated to give beyond your means, and don't forget what the holidays are all about. Have a safe and happy holiday season and remember that it tis the season to be whatever you want it to be, including jolly.

THE bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

Linda Babstock, John Bishop, Elliott Green, Louise King
Design • Printing • Distribution

Linda Farrell
Online Technician

The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
Tel: 709-726-3223; 1-800-563-3599
Fax: 709-726-4302; 1-877-711-6582
e-mail: labrowne@nlta.nf.ca
Internet Address: www.nlta.nf.ca

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Subscription Rate: $16 per year. For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
Jan/Feb Issue: January 12
April Issue: March 1

ISSN-1189-9662

Member of the Canadian Educational Press Association, Canadian Public Relations Society, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

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SCHOOL COUNCILS CAN HELP YOUR SCHOOL

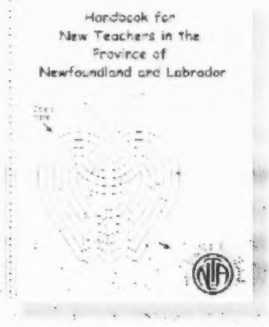
ALL PRINCIPALS AND TEACHERS KNOW about school councils – and it can't be denied that the existence of councils can add to an already heavy workload. However, many principals and teachers realize the support that councils can lend to administration, schools and staff. These principals and teachers take advantage of the benefits that councils can bring to their schools.

Research shows that generally parents and community people who become council members become staunch supporters of the school and its staff. They can then help educate the public on the workload and other challenges that principals and teachers face, and on the need for more investment in education. They can then also approach the school board or government to address these concerns, often with more success than the school on its own.

The Newfoundland and Labrador Federation of School Councils (NLFSC) is the umbrella group for school councils across the province. We provide a communication network, support and information to school councils through regular newsletters, and a united voice in approaching government. NLFSC meets with the Minister of Education and is represented on key government committees, for example the Implementation Team for the *Report of the Ministerial Panel on the Delivery of Education in the Classroom.* NLFSC also works with other provincial and national groups such as the Newfoundland and Labrador Teachers' Association and the Newfoundland and Labrador School Boards Association.

We urge principals and teachers to take advantage of school councils. We urge you to view them as allies and supporters, to provide them with the information they need, and to work together to provide the best education possible for our students. We urge you to encourage your council to join NLFSC to take advantage of the link to other councils across the province and to government.

Joan Combdon
President, NLFSC



Handbook for New Teachers in Newfoundland and Labrador

The NLTA is pleased to announce the publication of a "Handbook for New Teachers in Newfoundland and Labrador". This is the first such publication specifically prepared to assist new teachers by offering practical suggestions to guide them as they enter this challenging and exciting profession.

This handbook was developed with input from teachers throughout the province through the district teams for the implementation of the Teacher Induction Program. It was first made available in September 2000 and reaction from the field has been very positive.

For copies please contact:
Beverley Park (ext. 244) or Susan Cardoulis (ext. 246)
Professional Development Division,
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF, A1B 1W1
Tel: 709-726-3223 or 1-800-563-3599 (toll-free)
Fax: 709-726-4302 or 1-877-711-6582 (toll-free)
E-mail: bpark@nlta.nf.ca **OR** scardoulis@nlta.nf.ca

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

KING'S POINT

Postcards 2000 marks passage to the millennium

The excitement is mounting at Valmont Academy in King's Point as the year 2000 comes to an end, and as the Grade 2 and 3 students are getting closer to reaching their millennium goal.

In May month, after reading a story about postcard collecting in their Language Arts program, the Grade 2 students (who are now in Grade 3), became deltiologists, postcard collectors. The students decided to collect 2,000 postcards to mark the passage to the millennium. They began their "Postcards 2000" project by writing a letter that was published in the *Downhomer*. Through relatives, friends, *Downhomer* readers and their local newspaper, *The Norwester*, they received 1,077 fantastic postcards. Anne Warr, the student's Grade 2 teacher, says the *Downhomer* definitely receives thumbs-up from these students!

Students at Valmont Academy displaying some of the over 1,900 postcards they have received so far.

In October, when the rush was on to reach their goal, these students, with the help of the new Grade 2 class, made gigantic postcards that were displayed on *Breakfast Television* and Karl Wells' weather segment on CBC Television. They also designed and sent their own postcards to schools, their favourite hockey teams, famous people such as Mary Kate and Ashley Olsen, the Queen and whoever they could find an address for to enlist help in obtaining their goal. Some students used e-mail to send their messages.

Sister Yvonne Pothier, a retired mathematics professor at Mount Saint Vincent University in Nova Scotia was so thrilled with the graphing and place value skills these students were acquiring through "Postcards 2000" that she gave them her entire collection of postcards. Sister Pothier collected the majority of them while attending the National Conferences for the Teachers of Mathematics throughout Canada and the United States. "The children were ecstatic to receive her 242 fabulous postcards," says Ms. Warr. "The boys were especially thrilled with the wooden Wayne Gretzky postcard that she included."

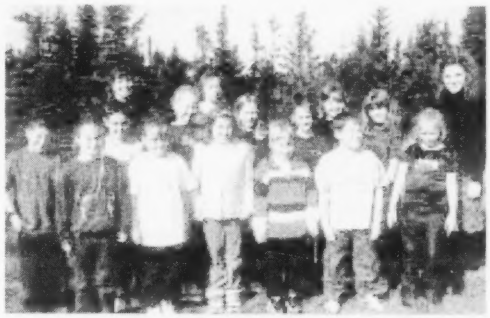
Ms. Warr says "Postcards 2000" is creating an unforgettable experience for these seven and eight year old students. "This unique millennium project is a super learning experience for all of them. Through postcards they are discovering the treasures of a multicultural world that they are proud to be a part of." The 153rd postcard these Grade 2 and 3 deltiologists were so thrilled to receive was very appropriate. It was a picture of Mickey Mouse's hands holding the world, with the island of Newfoundland very visible. "What an emphatic reminder of who they are," says Ms. Warr. Around the circled postcard was printed the words *Reaching Around the World to Commemorate Both the Diversity and the Unity of Mankind, Epcot Welcomes the Millennium With an International Celebration of the Human Spirit.* "What a great celebration to be a part of! Maybe if Disney leads the way in uniting the world, our children will follow."

Through the generosity of people as far away as New Zealand these Valmont Academy students in a small rural community in Newfoundland have received 1,900 great postcards so far. "Let's celebrate the future hand-in-hand as these students throughout the world welcome the millennium," concludes Ms. Warr.

PORT REXTON

Magazine gets students thinking

In October the Grade 4 Health class at Bishop White All-Grade in Port Rexton were asked by the *Downhomer Magazine* to answer a selection of questions for their "Kid's Wizdom" page. The questions addressed a variety of topics that get kids and adults thinking as well. Some of the questions the students answered included "What is a streel?", "What does a jigger do?", and "What would you change if you were premier?".



Grade 4 Health class at Bishop White All-Grade in Port Rexton.

"Our Grade 4 students had many interesting and creative answers," says Susan Bonnell, Guidance Counsellor at the school. "It was a great experience for all involved." For their participation, the *Downhomer Magazine* issued the class a $50 gift certificate towards a purchase from their mail order catalogue.

COTTRELL'S COVE

School spirit day recognizes hard work of students

In appreciation for the hard work and good behaviour of the 50 students from K-12 at Cottrell's Cove Academy, the school encouraged it's student council to sponsor a school spirit day this past November. The day started with a special breakfast where volunteers from the community served up pancakes, fruit juice, bologna and toast. "One hundred percent of our students and staff took advantage of this opportunity to share a meal together," says Albert Garland, Science teacher at the school.

After the meal a variety of games were held involving all students and staff. These games included the three-legged race, cart races, cream pie, bottle and marshmallow stuffing contests, as well as musical chairs. Mr. Garland says all students and staff participated in a most enjoyable morning.

The day was topped off by a dinner served in the high school classroom. "Judging by the laughter and jubilation of the students and staff, we can conclude that our school spirit day did indeed raise spirits," says Mr. Garland. "The students and staff wish to thank the volunteers who prepared our meals and the student council for the good organization in the morning events."

ST. JOHN'S

Randall Whiteway Day fundraiser

This past October, a special student was honoured at Holy Cross Elementary in St. John's. Randall Whiteway is a Grade 1 student who had to travel to Montreal in November to undergo complicated surgery to remove a tumour from his leg. The students and staff at Holy Cross declared Wednesday, October 4, Randall Whiteway Day. The Grade 1 classes held a bake sale to help defray the cost of Randall and his mother's travel expenses to Montreal.

Randall's teacher, Ms. Colleen Galgay, says that "everyone will keep Randall and his family in their thoughts and prayers and that she and her students look forward to having Randall back in their midst very soon."

Randall Whiteway

Students "stuff a bug" during Thanksgiving food drive

For the past two years, Leary's Brook Junior High in St. John's has been partaking in a new Thanksgiving tradition. Elizabeth Ares, Late French Immersion Teacher at Leary's Brook Junior High says, "Instead of stuffing a turkey at Thanksgiving, we stuff a bug! A Volkswagen Beetle, to be more exact."

Students from Leary's Brook Junior High in St. John's surround a Volkswagen beetle during the kick off to their annual Thanksgiving food drive.

In an effort to motivate students to get involved in the annual food drive to help replenish the stocks at the Community Food Sharing Association, Ms. Ares says they came up with a food drive with a twist. Bill Matthew's Audi in St. John's offered the use of two Volkswagen Beetles to fill with food and the annual "Leary's Brook Stuff-A-Bug Food Drive" was born.

This year, students in the school were arranged into house teams. For each food item that was brought in, the house team was awarded a point. Some items, such as lunch items, flour, canned meats, etc. were worth more points than others. The team at the end of the week-long food drive with the most points won pizza. "The ingenuity of the students was astounding," says Ms. Ares. Some students went door to door in their communities to collect food while others collected allowances from their classmates and shopped at supermarkets for specific "high need" items. At the end of the week, Leary's Brook Junior High students were able to "stuff" two Volkswagen Beetles and a teacher's car. The final total was 6,498 items collected in aid of the Community Food Sharing Association.

Music Council representatives meet to discuss common issues

Music Special Interest Council (MSIC) representatives from across the province met for a weekend of discussion and sharing at the Holiday Inn in St. John's on September 23 and 24, 2000. Delegates from Goose Bay, Clarenville, Avalon West, and both Eastern and Provincial music executives, were able to attend due to financial support from the Professional Development Division of the NLTA.

The weekend extravaganza grew out of the Music Council's provincial executive's mandate to promote and increase more immediate membership input, contact and communication beyond the conventional one way paper contact. While the establishment of new and continued support for veteran regionals and/or contacts was the main driving force behind the weekend, fullest advantage was taken in soliciting input from the provincial cross section of MSIC representatives. Issues and topics included membership drive, regional-provincial-regional communication, provincial MSIC library status and future operation, arts advocacy and political action, as well as Conference 2001.

In addition to the proposed agenda, delegates were made aware of a recent proposal from the Department of Education regarding an increase in the primary/elementary language arts time allotment to 40 percent. This proposal greatly reduces the already small time allotment of music at those same levels. Much concern and discussion ensued with potential plans of action. A follow up meeting with other concerned individuals sharing the same view took place on October 5, 2000 for further discussion and plan of action.

The exhausting weekend was deemed a great success. "It was invigorating and reassuring to witness delegates from across our province come together to work towards a common goal," says Mary Dinn, President of the NLTA Music Special Interest Council. "Delegates parted with renewed commitment to establishing and maintaining both new and established regionals and contacts as well as increasing memberships in their areas. Increased and regular communication from the regionals to the provincial council will enable all members to witness the wonderful musical happenings across our province." The provincial music library is currently being tracked down and looked into for future location and operation. Many wonderful ideas were brainstormed for the conference in 2001, with the best part being able to claim that Conference 2001 will truly be a provincial conference. Ms. Dinn says conference input from other members is still welcomed so please get in touch with one of the provincial executive members or your new regional contacts.

NEWFOUNDLAND & LABRADOR

Certificate in Career Development

Professionals in the field of career development will soon be able to upgrade their skills from the comfort of their own communities through Memorial University's School of Continuing Education. The school is accepting registrations now for its first Web-based course for the Certificate in Career Development.

Classes for the program began in January 2000 on the St. John's campus. Since that time, four different courses have been offered: *Career Development I* (CADV 1000); *Assessment in Career Development I* (CADV 1100); *The Nature of Work, the Workforce and the Workplace* (CADV 1300); and *Interpersonal Communications* (CADV 1200). Starting this January, the program will reach out to the rest of the province when CADV 1000 goes on-line. On-campus classes will still be available to students preferring that option. CADV 1210, *The Nature of the Helping Relationship*, is slated to be taught on the St. John's campus in winter semester, 2001.

For more information on the Certificate in Career Development and distance education, contact Diana Deacon, Program Developer, School of Continuing Education, Memorial University of Newfoundland, E-mail: ddeacon@mun.ca, Tel: 709-737-3068, Fax: 709-737-8486.

Generations CanConnect links seniors with youth

Generations CanConnect (GCC) introduces an exciting way of linking seniors with youth through the Information Highway. This program encourages young Canadians, aged 10-18, to interview seniors in order to discover interesting elements of their life experiences. Through this partnership, youth explore, record and celebrate seniors' contributions to their country and their communities. This initiative rewards both youth and seniors across Canada with the opportunity to develop technical skills. Newfoundland and Labrador schools are among the growing number of participants across Canada.

Under the supervision of an adult project leader, youth first interview seniors in person and then write profiles of a minimum of 150 words about a treasured object or a memorable event in the lives of seniors. It is also possible to interview older Canadians on a theme that is specific to your curriculum objectives – cultural diversity, health, beliefs, holidays, religion, acts of heroism, accomplishments, careers, special people, historic events, music, animals, inventions, technology, food, etc. Thereafter, youth produce a web site incorporating their stories and images using provided templates. This information will become part of a searchable digital archive of seniors' memories, personal treasures and experiences, accessible to all on the Generations CanConnect web site. Upon completion of a GCC project which consists of a home page, an introduction and 25 profiles, incentive funding of $300 will be granted to your school or organization. Remember, you are not limited to one GCC project...think of doing several. In fact, Matthew Elementary School in Bonavista and Harbour Grace Elementary have done more than one GCC project.

Through theme-based GCC projects, some schools in Newfoundland and Labrador have highlighted traditions and experiences specific to this province's heritage. The GCC projects created here portray the region's unique culture. For example, Grade 5 students from Amalgamated Academy in Bay Roberts completed one GCC project on Christmas traditions, another on schooling in the past and a third project on storytelling.

Visit the GCC web site and take advantage of the numerous benefits offered by Generations CanConnect. Everything, including the registration form, program information, and the GCC steps can be found on the GCC web site: generations-canconnect.ic.gc.ca. For further information, telephone 1 800-575-9200 or e-mail: generations.canconnect@ic.gc.ca. Get linked to the past and access the future!

NLTA scholarships awarded

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2000-01. They are: Susan Adams (Ascension Collegiate), daughter of Douglas and Judy Adams, Bryant's Cove; Erika Balsom (Prince of Wales Collegiate), daughter of Catherine Balsom, St. John's; Renelle Bishop (Ascension Collegiate), daughter of Robert and Dorothy Bishop, Cupids; Andrew Dunsmore (Prince of Wales Collegiate), son of Grace Dunsmore, St. John's; Heidi Matthews (Bishops College), daughter of Paul Matthews, St. John's; and Erin McCormack (Regina High School), daughter of Bernadette McCormack, Corner Brook.

The scholarships are awarded annually to dependents of active, retired, disabled, or deceased members of the NLTA and are valued at $1,000 each. Awards are based on achievement in the scholarship exams administered by the Department of Education and are made in accordance with the Schools Act (Scholarship) Regulations).

Susan Adams

Erika Balsom

Renelle Bishop

Andrew Dunsmore

Heidi Matthews

Erin McCormack

School Recycling Contest

From October 1, 2000 to April 30, 2001, the Multi-Materials Stewardship Board (MMSB) is running a province-wide School Recycling Contest. The goal of the contest, which is open to all K-12 schools in the province, is to increase the amount of beverage containers recycled by provincial schools.

The 2000-01 School Recycling Contest offers schools the opportunity to win great prizes. This year, in addition to 12 computers and hundreds of promotional prizes, the MMSB will match dollar-for-dollar the recycling funds raised by a school.

Once registered in the contest, the MMSB will supply your school with recycling boxes, tops and liners. The MMSB can also provide your school with posters, recycling booklets, pamphlets and helpful information on how to start and run a successful recycling program in your school.

It is very important that all schools wishing to participate in the School Recycling Contest register with the MMSB. Those schools that have not yet registered can do so by contacting Kim Mackey at 709-753-0948.

ATLANTIC CANADA

Green Street coming to your school

After Christmas, teachers will start hearing a buzz from their students about a project called Green Street. Launching in early January, Green Street is a pilot project that will be offered to junior and senior high schools in the Atlantic provinces only. The project will encourage students to apply on-line to have one of a number of pre-screened Canadian environmental organizations deliver a program to their class or school for free.

The J.W. McConnell Family Foundation created Green Street with promotional support from CBC Television's *Street Cents*. The goal of the program is to have students initiate an application process that links junior and senior high school classes with high quality environmental programs. Although the students will initiate the project, the support of teachers is crucial. Before the application can be completed, teachers and students will have to work together to select a program best suited for their school. The Foundation is now working with a number of environmental organizations to ensure their programs are creative, relevant to class curriculum and fun for students and teachers alike.

Once applications are approved, schools will receive vouchers from the McConnell Foundation to pay for the chosen programs. Only one application per school will be accepted and a total of 100 applications overall will be approved during this pilot phase.

Green Street Information Kits will be sent to junior and senior high school principals through the Atlantic provinces in early January. Interested teachers can also find out more information about Green Street programs on the *Street Cents* web site at www.cbc.ca/streetcents.

CANADA

Canada Book Day 2001

The Writers' Trust of Canada presents Canada Book Day, April 23, 2001, an opportunity to think about writing, reading and the importance of words and creativity for the purpose of communication.

Canada Book Day materials will be distributed to schools in March and will include a school magazine that outlines: curriculum ideas to educate students about Canadian literature, the publishing industry and the joy of reading; details about the poster and school contest; statements and posters created by the winners of last year's contest; and issues pertaining to literary rights. Also included will be display posters as well as $2-off bookmark/coupons redeemable at local bookstores.

The Canada Book Day 2001 web site will be up and running in January 2001 (www.canadabookday.com). The curriculum ideas outlined in last year's teachers' guide will be uploaded so that educators may reference the site for activity and curriculum development

The Writers' Trust of Canada was founded in 1976 by Margaret Atwood, Pierre Berton, Graeme Gibson and Margaret Laurence. The Writers' Trust of Canada strives to sustain and nurture Canadian writers and writing. Now in its 6th year, Canada Book Day celebrates the important role of literature in this country's past, present and future, nurtures a love of reading in our youth and applauds our literary heroes, promoting and encouraging writers and reading.

For further information on Canada Book Day 2001 contact Heather Wiley, Canada Book Day Coordinator, The Writers' Trust of Canada, Tel: 416, 504-8222, ext. 241 or e-mail hwiley@writerstrust.com.

Navigating Copyright in Schools

The Council of Ministers of Education, Canada (CMEC), the Canadian School Boards Association (CSBA), and the Canadian Teachers' Federation (CTF) recently announced the publication of *Copyright Matters!*, a booklet designed to inform teachers and school boards about copyright issues. The information booklet, copies of which can be found on-line and in print, has been made available to every teacher and school board in Canada.

"Teachers – and their students – need to know what current Canadian copyright policies are in place, and *Copyright Matters!* can help them understand how creative thinkers and their innovative ideas are legally protected," said the Honourable Elvy Robichaud, New Brunswick's Education Minister, referring to the launch of the booklet. New Brunswick was the lead CMEC member government behind this initiative.

"In today's schools, students can have access to entire volumes of creative works with the click of a computer mouse," said Kathy LeGrow, President of CSBA. "It is important that they know that creative works – be they in the form of a book, a painting, a newspaper, a TV show, a movie, or a CD-ROM – are related to issues of copyright, as are their own creative works."

"Teachers need to have as much information as possible on copyright because this is an issue they deal with on a daily basis in the classroom," added Marilies Rettig, President of the CTF. "This how-to booklet provides teachers with clear guidelines when photocopying extracts from books, magazines, and newspapers as well as when dealing with web-related and digital information. We hope that this booklet will be helpful now that teachers have greater access to copyrighted materials in the classroom."

On-line copies of *Copyright Matters!* are available at www.cmec.ca, www.ctf-fce.ca, and www.cdnsba.org.

Web awareness program launched

The Internet has entered our lives so rapidly that resources for understanding and dealing with the Net are in short supply. The Media Awareness Network (MNet), however, has begun to fill the gap. Working in partnership with teachers' associations, school boards, provincial library associations and the Canadian Home and School Federation, MNet has launched *Web Awareness Canada*, a public education program to raise awareness among teachers, parents and librarians about the issues that are emerging as young people begin to use the Internet. This program is supported by MNet's new web site section called *Web Awareness: Knowing the Issues*.

In the teachers' section of the Web Awareness site there are a number of resources to help educators empower children and young people with the critical thinking skills they need for the Net. Here are a few:

Kids on the Net: Critical Thinking Skills for Web Literacy, an educators' guide to the skills and knowledge that kids need before surfing the Internet on their own. Information on benefits, risks and classroom applications of the virtual environments and activities that kids enjoy, including web sites, newsgroups, chat rooms, instant messaging and e-mail. Lessons, activities and student handouts on topics such as verifying and authenticating on-line resources, and understanding on-line marketing and privacy issues.

Privacy Playground, a downloadable multi-media game for children ages 7 - 10, that helps kids learn to spot Internet marketing ploys and to protect their personal privacy (and safety!) on-line.

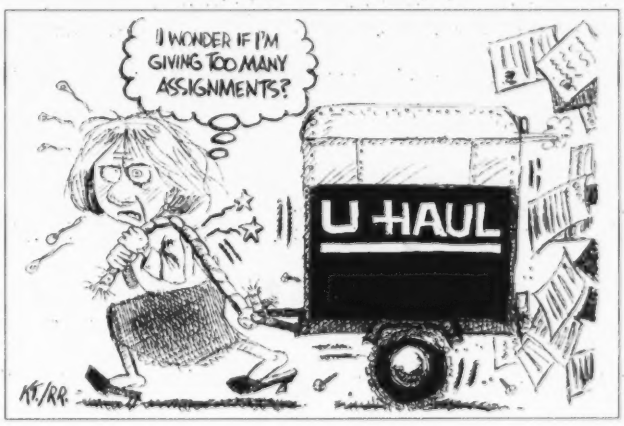
Cybersense and Nonsense, a downloadable game from the MNet site that helps children ages 9 - 11 recognize bias, discrimination and hate propaganda on the Internet, and encourages them to examine the differences between fact and opinion – on-line and off.

Jo Cool or Jo Fool, a tongue-in-cheek on-line module challenging students in Grades 6 - 8 to accompany "Jo" through a series of mock sites that test their savvy surfing skills.

Challenging On-line Hate: A Guide for Teachers and Parents, an information resource to help adults understand the issue of cyberhate, its perpetrators and victims.

To help meet the in-service education challenge, MNet has created three PowerPoint modules that educators can license, download and deliver as professional development workshops for their schools or school boards. The three modules are: *Safe Passage* (Internet safety), *Kids for Sale* (on-line marketing to kids) and *Fact or Folly* (authenticating on-line information). Each module is accompanied by speaking notes and a workshop guide containing support materials.

For Web literacy resources and information, visit *Web Awareness: Knowing the Issues* at www.webawareness.org. To license the PowerPoint modules for professional development go to www.webawareness.org and click "workshops" on the side bar for directions. For a listing of media education outcomes for English Language Arts in Newfoundland and Labrador, by grade, with links to MNet teaching units that support these outcomes, try www.media-awareness.ca/eng/med/bigpict/menf.htm.



CHARLES JOSEPH BOWN, 1963 – 2000

Charles Bown

On October 24, 2000 Charles (Charlie) Bown passed away, surrounded by his loving wife and family at the Health Sciences Centre in St. John's following a truly courageous battle with Lymph Cancer.

Charlie grew up on Bell Island, and when away, always referred to it as the "Motherland". He graduated from St. Edward's High School (now known as St. Michael's) on Bell Island and went on to complete a Music Degree from Memorial University. Charlie began his teaching career at St. Francis Xavier Junior High School, Deer Lake in 1987 and continued in this position both as a music educator and subject teacher until 1992. During his tenure at Xavier, Charlie implemented a very successful band program, which continues today "standing strong and tall", as his legacy to the educational system of Newfoundland and Labrador.

After leaving Xavier and Deer Lake in 1992, Charlie moved on to Ottawa where he acquired a Master's Degree in Vocal Music from the University of Ottawa. While in Ottawa, Charlie met the love of his life, Elizabeth Hochster, whom he married in 1995. He also worked for three years at Rhodes and Company, a real estate agency in Ottawa, while attending University. After attaining an Information Technology diploma in Ottawa, Charlie went on to work in Prince Edward Island and then to Truro, Nova Scotia in Call Center Management.

Though he held various positions outside the field of Music, he brought his love for it to the various milieu to which he graced his presence, and "indeed" found his raison d'être as Tenor Soloist, Organist and Choirmaster in Deer Lake, Ottawa, Prince Edward Island and Halifax.

As a teacher, Charlie touched the lives of many students, instilling in them a "joie de vivre" and an appreciation of all that is good in life. His multitude of friends, and students who became friends, acquired in the many areas in Canada where he worked have only the fondest remembrances.

"Let no man come to you without leaving better and happier". This is how Charlie lived his life, coupled with love, positivity and peace.

When Charlie entered a room, "Greetings" was his well-known saying. When he approached the Gates of Heaven, "Greetings" was probably his salutation, and "Greetings" again when he was directed to the tenor section of the Heavenly Choir.

We who knew Charlie loved him, and to live in the hearts of those who love you is not to die. Charlie will always be remembered with the warmest of memories. Adieu, mon ami.

(Submitted by Deborah Olson, good friend and colleague)

Eileen Brake

EILEEN RUBY (KING) BRAKE, 1929 – 2000

On April 30, 2000 family and friends of Eileen Brake were deeply saddened to learn that she had lost her courageous battle with cancer in Calgary, Alberta.

Eileen was born at Victoria Cove, Gander Bay. She taught at Blake Town, Daniel's Harbour and Corner Brook. In 1984 she retired after 37 years of teaching.

After retiring, she and her husband Gerald enjoyed several winters in Florida. In 1993 they moved from Corner Brook to Calgary but spent their winters in Arizona (which Eileen thoroughly enjoyed). While living in Corner Brook, she was organist at St. Michael's Church for 25 years.

Eileen was a dedicated and committed teacher who touched many young lives. The optimism and values which permeated her own life also had a positive influence in the lives of her students. Her "exemplary patience" both personally and professionally was greatly admired by all who knew her. Eileen's dry but witty sense of humor often helped many of us laugh when we were having a very stressful day. Her friendship will never be forgotten.

Sincere sympathy is extended to her husband Gerald and all other family members. Eileen will be fondly remembered but sadly missed.

Wherever a beautiful soul has been
There is a trail of beautiful memories
(Submitted by Louise Payne, colleague and friend)

Elijah Feltham

ELIJAH FELTHAM, 1924 – 2000

Elijah (Lige) Feltham passed peacefully away after a lengthy illness on August 22, 2000. He had taught school on Deer Island and Gooseberry Island in Bonavista Bay as well as Hodge's Cove, Bauline, Victoria and ended his very rewarding career of 34 years at Glovertown.

Over the years he served his church in various capacities. He was a lay reader, a Sunday School teacher, Board of Management member and leader of Young People's Union. After he retired from teaching in 1980 he worked as Lay Minister in Hillview Pastoral Charge and Salmon Cove/Perry's Cove Pastoral Charge.

Lige leaves to mourn his devoted wife, Ruby, sons Robert (Dora), David (Carolann), Wally (Noileen), Steven (Susan), grandchildren Erin, Andrew, Christopher, Lori, Sarah, Leanna, Kayla and Luke, brother Sam (Bernice), sisters Elvie (Ralph) and Mabel, as well as a large circle of relatives and friends.

He touched so many people with his life, his appreciation and respect of others, his Christian example, his very obvious enjoyment of children, his dry sense of humour and the twinkle in his eye.

We salute you, Lige! Your earthly journey is done and your heavenly reward is ready to be harvested.
(*Submitted by Denise Feltham*)

JOAN (MARTIN) KELLY, 1943 – 2000

The entire community of Gander was deeply saddened when on February 10, 2000, the soul of Joan (Martin) Kelly slipped earth's "surly bonds" for the peace and love of God's eternal kingdom, where there is "no more pain or sorrow, no more illness of death, only an abiding and infinite joy."

Joan was born at Boyd's Cove, Notre Dame Bay, and attended school there. She graduated from St. Michael's High School, Grand Falls-Windsor and Memorial University. Her teaching career, which began in St. John's, took her to St. Alban's, St. Bride's, Marystown, Gander, Happy Valley-Goose Bay, and Port Union. As a teacher, Joan zealously carried out her duties, bringing to them an awareness of the innate worth of each child within her care. She held up to her students a vision of high academic excellence, with sound moral principles within the framework of a truly Christian education. She used all her human faculties, wisdom and talents in her chosen profession. Such a person is vibrantly alive in mind, heart and will. She saw a beautiful world, could hear its music and poetry, and gave of herself in the full gamut and galaxy of human feelings, the wonder, the awe, the understanding of her students in an atmosphere of compassion.

Just as evident as her dedication to her work was her devotion and loyalty to her family, friends and faith. Her husband and her children were so dear to her that their happiness, success and security were as real to her as her own. She was endlessly committed to those whom she loved in a special way and the world will always be a better, happier, and more human place because she lived.

Our parish community has lost a person with a true sense of community, a very fine educator, a devoted wife and mother and a genuinely human person who shared the most precious gift of all – herself. May her soul rest in the peace of Christ which surpasseth all understanding.

We offer heartfelt sympathy to her husband, Bill, her son Christopher, and her daughter Christa, her mother Lucy Martin, her sisters and brothers and other family members. We hope they are consoled in knowing that their great loss is shared by all who knew her.
(*Submitted by a friend and colleague*)

LLOYD STONE, 1942 – 2000

Lloyd Stone was a Christian gentleman who treasured his family, valued friends and respected unique qualities in others.

Born at Henley Harbour, Labrador on May 10, 1942, Lloyd often reminisced about "Henley" – his upbringing and remembrances shared with family and friends.

His enduring treasures were his wife, Ida, children Caroline and Jason – a reciprocal relationship of love and respect.

Students and fellow teachers benefited from his professional dedication for 29 years. He was always focused on giving so much to assist others.

Lloyd devoted much time to his church. His religious convictions found expression in his everyday living.

He made a tremendous contribution to Scouting. Ten years were volunteered as a leader, progressing to Regional Commissioner, Vice-President and President of the Humber Regional Council. In 1992, Lloyd received the distinguished "Medal of Merit" and, in 1996, the "Award of Fortitude" for enthusiastically participating despite adversity.

Lloyd assisted the Canadian Diabetic Association as Vice-President, President, Provincial Executive, co-ordinator of the annual appeal and received the prestigious "Special Dedication Award".

At his funeral service on August 3, 2000, the gathering celebrated his life, knowing he had enriched their lives.

To Ida, Caroline (husband Peter Schamerhorn) and Jason, we extend our sympathy.
(*Submitted by Foster Lamswood*)

Joan Kelly

Lloyd Stone

The Canadian Teachers' Federation
A Collective Voice for the Welfare of All Teachers

by FRED ANDREWS

A recent issue of *NBTA News*, the newsletter of the New Brunswick Teachers' Association, carried an article by NBTA President June MacNairn titled "What does $18.35, membership to the Canadian Teachers' Federation (CTF), buy for you?". Her article puts into perspective the role of CTF in the lives of all teachers in this province and across Canada.

I agree wholeheartedly with the position put forward by June MacNairn. The following are excerpts from the NBTA article which appeared in the Vol. XLII, No. 1 issue this September.

CTF has made Advancing the Children's Agenda a priority this year. We keep the issue of child poverty in the forefront to the Federal Government.

CTF has identified the issue of teacher supply and demand as being critical right now. Many jurisdictions are experiencing difficulties in securing qualified teachers. Aggressive recruitment campaigns are luring graduates from Canada to accept lucrative perks in the U.S.A. CTF conducts research to ensure that statistics are available to know the full nature of this shortfall.

CTF effectively brings the issue of YNN (Youth News Network) and the whole discussion of commercial intrusion into our schools under public scrutiny. All teacher organizations are united in this cause, as is the majority of the Canadian public.

CTF has taken leadership in opposing the court challenge to Section 43 of the Criminal Code. We have been successful in this case so far.

CTF meets the needs of members in support during labor problems or in negotiation periods in general. They can give all of the affiliates up-to date statistics on any specific clause in the agreement.

CTF has been there for member organizations like Quebec Provincial Association of Teachers, the Northwest Territories and Nova Scotia Teachers Union this year. This was during a work-to-rule, a full-scale strike, a horrendous budget situation and draconian Mike Harris education measuring in Ontario.

CTF is a national leader in research on teacher related issues, and organizes workshops for provincial staffs of teacher organizations on such key issues as pensions, teacher supply and demand and negotiations.

CTF really shines in being a world leader in international aid and teacher development … heavily involved in the Canadian International Development Agency (CIDA). CIDA is a program which develops initiatives in thirty national and regional teacher organizations in developing countries to promote quality public education. In 1995, 52 Canadian teachers worked with their counterparts in Africa, Asia and the Caribbean on Project Overseas, CTF provides humanitarian assistance – this year to Rwanda and Sierra Leone.

The Canadian Teachers' Federation is the collective voice of all provincial and territorial teacher affiliates. In addition to their advocacy role, the CTF is the vital communication link that enables each and every affiliate to counter our government employers that seem to be operating more and more as one large bargaining unit. CTF is the only national organization in Canada that represents exclusively the concerns and welfare of teachers.

Joyful Wishes for the Holiday Season

What a busy first term I had this fall. I could not believe that the amount of paper work, the number and frequency of meetings and all the other duties could surpass last year. But they did! This is the situation for all of us as we approach the Christmas season and its long awaited holidays.

Each and every one of us has an individualized plan for the joys and festivity of the holidays. For teachers it is a time to put aside the hustle, bustle and frustrations experienced during the fall term.

For some of us the holiday season may be a time to focus on oneself, family, friends. It may be a time to reflect, to have quiet time and spend re-energized or to prepare for those winter months ahead. But whatever your plans for the holiday season may your hours be light, your thoughts be serene and your days be such that you arrive back to school in January rejuvenated and stress free.

My thoughts and wishes for a safe and happy holiday season are with you all. On behalf of the Provincial Executive and their families I wish you a joyous and festive holiday season and a happy and prosperous New Year.

Fred Andrews

The first Christmas of a new century is a symbolic time to give thanks for the good fortune that has come our way and to remember, and commit to assist, those less fortunate than ourselves. The true spirit of Christmas is captured in that theme and causes us to celebrate 2000 years of developing the Christian ethic.

Christmas is the season of the year when we think of family and close friends. It is a time to reflect on the benefits that we share with one another as the result of hard work, dedication and professional commitment as a society, but especially as members of the educational community. Ours is a profession dedicated to the growth of the human spirit and the betterment of the society that we serve. The emotions surrounding Christmas capture these sentiments in a very special way.

Since I offered you my Christmas greetings one short year ago, my personal perspectives have broadened considerably. We are grandparents for the first time! Anita and I, and our growing family, wish each of you a joyous Christmas and fulfilling new year.

Christmas motivates us to a spirit of hope, rejuvenation and re-commitment to the doing of good things. This is a challenging time for our profession and for our Association. The new year will be one in which we focus on finding greater rewards and supports for ourselves and for our families.

On behalf of my colleagues at the NEA, I send you warm greetings and wish you all the rewards of Christmas and the comforts of family and good friends.

Wayne Rosenworth

The Government Money Purchase Pension Plan

by PERRY DOWNEY

Since 1989 substitute teachers who have worked with a School Board within the province have been required to make pension contributions to a pension plan called the Government Money Purchase Pension Plan (GMPP) at a rate of 5% of salary. These contributions which are matched by the employer are deposited into a GMPP account. These accounts are administered by Canada Trust.

Prior to 1997, a teacher was deemed to be vested in the GMPP if he/she had completed five years of pension contributions. Since 1997, however, a substitute teacher is deemed to be vested upon the completion of two years of pension contributions to the plan. After one meets the vesting criteria, one becomes eligible to receive benefits based on the total accumulated value in one's account.

"A review of all GMPP accounts have revealed that many individuals with past contributions to the GMPP's are eligible to avail of the Reciprocal Transfer Agreement which exists between the Teachers' Pension Plan (TPP) and the GMPP."

As of September 30, 2000 there were approximately 19,000 individual member accounts on record in the GMPP, however, over 7,600 were deemed to be inactive. An account is rendered inactive when there is no contribution to the account during the previous 12 month period. Even though, the account may remain inactive, the GMPP is charged a $2.00 per month administrative fee by Canada Trust for maintaining the record. As of September, a significant number of inactive accounts, both non-vested and vested, contained very small contribution balances, thus placing an annual administrative liability on the overall GMPP, often greater than the value of the account itself.

During the past summer and early fall, officials from the Pensions Division, Department of Finance, have been busy tracking and identifying all inactive accounts. A review of all GMPP accounts have revealed that many individuals with past contributions to the GMPP's are eligible to avail of the Reciprocal Transfer Agreement which exists between the Teachers' Pension Plan (TPP) and the GMPP. This agreement permits the transfer of all cumulative contributions from the GMPP to the TPP. If approved for transfer the cumulative contribution is used to purchase the substitute teaching service as work service credit in the TPP. As you may be aware, the cost of purchasing service time is based on one's age and salary at the time when one elects to purchase. Therefore, the longer one waits, the more costly this option becomes.

Throughout the Fall and Winter, officials from the Pensions Division will continue to identify individual accounts that have been rendered inactive and notify individuals of the options that are available to them. If you are an individual who has contributed to the GMPP in the past, (i.e. has substituted since 1989) but have not made any contributions in the past 12 months, your account is now deemed inactive. Depending on the level of contributions in your account, you may receive notice from the Pensions Division and thus be provided with the various options available to you. If you would like additional information on the value of your GMPP account, you may contact Canada Trust officials at 1-800-668-2648 (Monday to Friday – 8:00 a.m. to 8:00 p.m. and Saturday – 9:00 a.m. to 3:00 p.m., local time Halifax). If you have any questions regarding the Reciprocal Transfer Agreement or the cost associated with substitute teacher service credit recognition, please contact Mr. Lester Porter, Administrative Officer, Pensions Division, Department of Finance at (709) 729-6073.

Perry Downey is Administrative Officer, Benefits and Economic Services Division, with the NLTA.

Teacher Salaries
A Cross Canada Comparison

The following is a comparison of teacher salaries at the highest pay category in teacher salary scales across Canada as of June 30, 2000. The figures are the most current available and were provided to the NLTA by the Canadian Teachers' Federation. A more detailed comparison of major teacher salary scales in Canada is regularly carried out by CTF and is published in its *Economic Services Bulletin*.

Salary information contained in the following table is based on province-wide salary scales for the four Atlantic provinces, Quebec and Saskatchewan, while Territorial agreements are shown for the Yukon, Northwest Territories and Nunavut. For the remaining four provinces, Ontario, Manitoba, Alberta and British Columbia, local collective agreements are in effect and a sample of salary scales from some of the largest urban centres is included.

Province/ Territory	Agreement	Salary Category	Minimum	Maximum	Steps
NF	Provincial	VII	$40,267	$55,604	11
PE	Provincial	CVI	$34,191	$53,006	11
NS[1]	Provincial	TC7	$38,673	$59,523	11
NB	Provincial	CVI	$35,608	$54,792	11
QC[1]	Provincial	19 years	$39,025	$59,280	15
ON	Elementary: Ottawa-Carleton	A4	$38,077	$64,779	11
	Toronto	A4	$38,400	$65,642	11
	Secondary: Ottawa-Carleton	A4	$38,077	$65,078	11
	Thames Valley	A4	$36,067	$65,044	11
MB[1]	Winnipeg	VI	$39,188	$59,326	10
SK	Provincial	VI	$34,724	$55,964	11
AB	Calgary	F	$38,720	$62,268	12
	Edmonton	6	$38,607	$61,808	12
BC	Vancouver	6M	$43,567	$65,375	11
YT	Territorial	VI	$49,391	$70,952	11
NT	Territorial	7	$52,629	$75,200	12
Nunavut	Territorial	6	$52,503	$75,019	12

[1] The ranking of pay categories for Quebec and Nova Scotia exclude the highest pay category requiring a doctoral degree given that most provinces do not have a similar category. As well, category VII for Winnipeg, in which there are relatively few teachers, was also excluded from that jurisdiction's ranking.

Employment Insurance

Changes to Maternity and Paternal Benefits

by LLOYD HOBBS

As of December 31, 2000 there will be a number of changes to the Employment Insurance regulations as they relate to maternity and parental benefits. These were first announced in the Federal budget of February 2000. Parents whose children are born or adopted on or after December 31, 2000 are affected by these changes.

The most significant changes are:

1. A maximum of 50 weeks of combined maternity and paternal benefits are available. This is an increase from the old maximum of 25 weeks.
2. Parents now need 600 hours of insurable earnings, rather than the old requirement of 700 hours, to be eligible for these benefits.
3. There is no waiting period for the second claim when parents share these benefits.
4. Parents may earn $50 or up to 25% of their weekly benefits whichever is the higher of the two amounts.

At present the employment insurance benefit rate is 55% of average weekly insurable earnings up to a maximum of $413 per week.

Teachers have been questioning whether their jobs will be protected if they avail of the maximum maternity and paternal benefit period. The answer is yes. Clause 17.01(a) of the Collective Agreement states: *Subject to Clauses 17.03, 17.05 and 17.06 Maternity/Adoption/Parental Leave shall be grated without pay for a period of up to thirty-eight (38) continuous weeks when school is in session.* This translates into a full year of leave for a teacher.

As all teachers should now be aware, periods of approved leave may be purchased by the teacher as worked service towards their pension upon returning to work. There is a six month window of opportunity upon that return to purchase that time at the current contribution rate which is presently 8.5% of current salary. After that six month period the cost of purchase will be at full actuarial value.

Teachers wishing to avail of maternity/adoption/parental leave should familiarize themselves with Article 17 of the Collective Agreement which can also be accessed at www.nlta.nf.ca under "publications - Collective Agreement."

Information on Employment Insurance is available at www.hrdc-drhc.gc.ca, the source used for this article.

Lloyd Hobbs is Administrative Officer, Benefits and Economic Services Division, with the NLTA.

Salary Increase Effective November 1

Teachers are reminded that the third salary increase under the current Collective Agreement came into effect as of November 1, 2000. This is a 2% increase and the salary scale incorporating that increase is contained in Schedule C on page 43 of the Provincial Collective Agreement. Teachers' pay cheques for the first pay period in November (i.e. to November 3, 2000) reflected 3 days of this increase. The pay cheques for the pay period ending on November 17 reflect the full increase per pay period. All teachers should check to ensure that their new bi-weekly gross pay as of November 17 is correct in accordance with the new salary scale (i.e. annual salary in Schedule C divided by 26).

Notice Served to Begin Bargaining

by EDWARD HANCOCK

In accordance with Clause 43.01 of the Provincial Collective Agreement and Section 26 of the Teachers' Collective Bargaining Act, the Association has served notice to the employer of its desire to begin the negotiation of a new Collective Agreement. Clause 43.01 permits such notice to be served up to ten months prior to the expiry date of the agreement. Because the current agreement expires on August 31, 2001, the earliest date that such notice could be served was November 1, 2000. The letter requesting the start-up of negotiations was hand- delivered to Treasury Board on November 2.

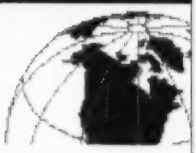
The President of Treasury Board is required, by Section 12 of the Teachers' Collective Bargaining Act, to direct the school board/government committee to begin the negotiating process. A response has been received from the President of Treasury Board, indicating that the Association's request to begin negotiations has been received and that the school board/government committee will be so directed. Discussions between the chief negotiators for the two negotiating teams will determine specific dates for negotiations to begin. It is expected that table talks will begin early in the new year. Upon the start of negotiations, teachers will receive regular updates by way of "Bargaining Briefs".

Following the meeting of Joint Council on October 20-21, your Provincial Executive met and gave final approval to the opening proposals for the upcoming round of bargaining. These will be presented to the school board/government negotiating committee at the first bargaining session. As soon as the opening proposals have been exchanged, teachers will be provided with copies of the opening proposals from both sides. In addition, a series of branch meetings will be arranged for the purpose of presenting and discussing the opening proposals.

Edward Hancock is Assistant Executive Director of the NLTA.

Diploma in TeleLearning and Rural School Teaching

An opportunity for teachers to grow professionally and to upgrade their teaching certificates.



The **Diploma in TeleLearning and Rural School Teaching** is designed for teachers who have already completed a Bachelor of Education Degree. It is being developed to better prepare teachers who are teaching or who will be teaching in small rural or remote schools in Newfoundland as well as other Canadian provinces and countries. The diploma is comprised of a total of 30 credit hours (under normal circumstances one course is equivalent to three credit hours) including 18 **core** credit hours and 12 **elective** credit hours. The program outline is as follows:

CORE COURSES

Education 4900: TeleLearning in a Rural School Intranet
Education 4901: Effective Teaching Strategies for Multi-grade/Multi-age Classrooms
Education 4902: Special Needs in the Context of Rural Schools
Education 4903: Leadership Perspectives in Rural Schools
Education 4904: Contemporary Educational Issues in Rural Schools
Education 4905: Resource-based Learning in the Context of Rural Schools

ELECTIVE COURSES

Education 4906: Career Development in the Context of Rural Schools
Education 4907: Curriculum Connections in Multi-grade/Multi-age Classrooms
Education 4908: Rural Schools and Community Relationships
Education 4909: Rural Schools as Community Learning Centres
Education 4910: Curriculum Implementation in All-grade Rural Schools
Education 4911: TeleTeaching in a Virtual Classroom
Education 4912: Student Assessment in the Context of Rural Schools
Education 4916: General Classroom Music
Education 4920-4930: Special Topics in TeleLearning and Rural School Teaching
- *Education 4920: Literacy in Small Rural Schools*
- *Education 4921: The teaching of Art in Small Rural Schools*

FIELD-BASED EXPERIENCE

Education 4913: Field-based Experience in a Rural School (TeleLearning) – 3 weeks
Education 4914: Field-based Experience in a Rural School (TeleTeaching) – 6 weeks
Education 4915: Field-based Experience in a Rural School (Multi-grade/Multi-age Classroom) – 9 weeks

Applications for admission to the Diploma Program are considered three times per year and are available from the Office of Undergraduate Student Services, Faculty of Education. The deadlines for submission of applications are June 15 for the fall semester, October 1 for the winter semester and January 15 for the spring semester. For further information and/or application forms you can call 709-737-8586 (Undergraduate Student Services Office), or visit the Faculty of Education website at http://www.mun.ca/educ/ or the TeleLearning and Rural Education website at http://www.tellearn.mun.ca/diploma.

Memorial
University of Newfoundland

The following are the NLTA representatives on the 2000-01 School Board-Teacher Liaison Committees. These committees are established in accordance with Article 5 of the Collective Agreement (Article 16 in Labrador West) to provide the opportunity for teachers to discuss, with representatives of their employer, local issues such as board policies, physical conditions of the school, curriculum issues, and holiday schedules, that impact on their work life yet are not grievable items under the Collective Agreement. Your Association sees these Committees as being valuable avenues for dealing with employer/employee issues at the local district level.

District #1 - Labrador
Dion Burry, *Nutak Labradorimi*
GD, Davis Inlet A0P 1E0
478-8812 (s); 478-8947 (h); 478-8828 (f)
Dave Gatehouse (C), *Coastal Labrador South*
PO Box 7, Cartwright A0K 1V0
938-7291 (s); 938-7268 (h); 938-7467 (f)
Stephen MacDonald, *Lake Melville*
PO Box 474, Stn C
Happy Valley-Goose Bay A0P 1C0
896-5315 (s); 896-0875 (h); 896-4885 (f)

District #1 - Labrador West area
Darryn Cramm (C)
PO Box 633, Wabush A0R 1B0
944-7731 (s); 282-3378 (h); 944-3105 (f)
(Two other representatives to be named)

District #2 - Northern Peninsula/ Labrador South
Ernest Simms, *Aurora*
PO Box 241, St. Anthony A0K 4T0
454-8324 (s); 454-0026 (h); 454-0003 (f)
Terry Casey, *Northern Light*
PO Box 209, L'anse au Loup A0K 3L0
927-5742 (s); 927-5286 (h); 927-5240 (f)
Denise Morris (C), *Coastal Labrador South*
GD, Mary's Harbour A0K 3P0
921-6245 (s); 921-6367 (h); 921-6358 (f)
Bernice LaVallee, *Belle Mer*
PO Box 104, Flower's Cove A0K 2N0
456-2219(s); 456-2785 (h); 456-2537 (f)

District #3 - Corner Brook/Deer Lake/ St. Barbe
Gary Wilcott, *Deer Lake*
24 Walsh's Avenue, Pasadena A0L 1K0
686-5091 (s); 686-5309 (h); 686-5654 (f)
Bill Chaisson, *Humber*
69 Stonehenge Place, Corner Brook A2H 3B4
634-5258 (s); 634-5415 (h); 634-5413 (f)
Diane Curtis (C), *Taylor's Brook*
PO Box 147, Jackson's Arm A0K 3H0
482-2413 (s); 459-5451 (h); 482-2413 (f)
Irene Martin, *Table Mountain*
PO Box 106, Woody Point A0K 1P0
453-2206 (s); 453-2503 (h); 453-2460 (f)
Jean Murphy *Long Range*
Cow Head A0K 2A0
243-2252 (s); 243-2064 (h); 243-2169 (f)

District #4 - Stephenville/Port aux Basques
Paul Pinsent, *Appalachia*
6 Delaware Drive, Stephenville A2N 2X1
643-9672 (s); 643-6734 (h); 643-5044 (f)
Ruth Tucker, *Burgeo*
PO Box 66, Burgeo A0M 1A0
886-2543 (s); 886-2786 (h); 886-2731 (f)
Bruce Burton, *Port aux Basques*
PO Box 24, Port aux Basques A0N 1K0
695-3551 (s); 695-2850 (h); 695-9704 (f)
Hartley Cutler (C), *Rameaux*
PO Box 114, Ramea A0M 1N0
625-2283 (s); 625-2567 (h); 625-2151 (f)

District #5 - Baie Verte/ Central/Connaigre
Pat Howard, *Baie Verte Peninsula*
PO Box 584, Baie Verte A0K 1B0
532-4288 (s); 532-8002 (h); 532-4199 (f)
Allan Spencer, *Belleoram-Wreck Cove*
Box 2, Site 4A, English Hr. West A0H 1M0
888-3426 (s); 888-6231 (h); 888-3428 (f)
David Milley, *Exploits Valley*
210 Lincoln Rd, Grand Falls-Windsor A2A 1P8
489-5608 (s); 489-9537 (h); 489-1473 (f)
Harvey Rice (C), *Green Bay*
1 Earle's Drive, Springdale A0J 1T0
673-3775 (s); 673-4128 (h); 673-2181 (f)

District #6 - Lewisporte/Gander
Craig Tucker, *Fogo Island*
Site 4, Box 30, Joe Batt's Arm A0G 2X0
266-2560 (s); 658-3372 (h); 266-2384 (f)
Dave Wicks, *Ganova*
43 Grandy Avenue, Gander A1V 1B3
256-2581 (s); 256-7831 (h); 651-2986 (f)
Wayne West, *Hamilton Sound*
PO Box 52, Carmanville A0G 1N0
534-2840 (s); 534-2463 (h); 534-2076 (f)
Jim Small (C), *Notre Dame*
PO Box 460, Twillingate A0G 4M0
884-5931 (s); 884-5141 (h); 884-5281 (f)

District #7 - Burin Peninsula
Gordon Brockerville, *Burin-Marystown*
PO Box 895, Marystown A0E 2M0
891-2063 (s); 279-2009 (h); 891-1555 (f)
Frank Crews (C), *Granforline*
PO Box 813, Grand Bank A0E 1W0
832-2990 (s); 832-2866 (h); 832-0003 (f)
Greg Pittman, *Rushoon-Terrenceville*
Box 545, RR#1, Spanish Room A0E 2M0
443-2293 (s); 279-1316 (h); 443-2323 (f)

District #8 - Vista
Aubrey Dawe (C), *Landfall Branch*
PO Box 186, Catalina A0C 1J0
468-7242 (s); 469-3268 (h); 468-1137 (f)
Wayne Dawe, *Clarenbridge*
PO Box 28, Lethbridge A0C 1V0
467-2785 (s); 467-2250 (h); 467-4357 (f)
J. Wayne Pond, *Trinity, T. Bay*
PO Box 131, Port Rexton A0C 2H0
464-3501 (s); 464-3438 (h); 464-3243 (f)
Joe Slaney, *Placentia*
Our Saviour King Academy
Southern Harbour A0B 3H0
463-8756 (s); 463-8805 (f)

District #9 - Avalon West
Stella Johnson (C), *Bay de Verde*
PO Box 36, Northern Bay A0A 3B0
584-3401 (s); 584-3272 (h); 584-3302 (f)
Clarence Mercer, *Bay Roberts*
PO Box 415, Shearstown A0A 3V0
786-0280 (s); 786-4103 (h); 786-1243 (f)
Margaret Dunphy, *Conception Bay Centre*
Woodford's Post Office, Holyrood A0A 4L0
229-3381 (s); 229-4326 (h); 229-4435 (f)
Randy Ralph, *Lower Trinity South*
PO Box 125, Carbonear A1Y 1B6
583-2330 (s); 596-6996 (h); 583-2344 (f)

District #10 - Avalon East
Marilyn Bennett, *St. John's Centre*
18 Glasgow Place, St. John's A1B 2B4
579-9071 (s); 753-9192 (h); 579-0090 (f)
Art Callahan, *Waterford Valley*
145 Hamilton Avenue, St. John's A1E 1J2
745-9731 (s); 579-1000 (h); 745-0607 (f)
Eugene Noble (C), *Conception Bay South*
5A Abraham Street, St. John's A1B 2P7
834-9847 (s); 754-1841 (h); 834- 6069 (f)
Eric Hiscock, *Bell Island*
PO Box 864, Bell Island A0A 4H0
488-2871 (s); 488-2466 (h); 488-9373 (f)

District # 11 - Conseil Scolaire Francophone
Joseph Benoît, Ecole Sainte-Anne
CP 190 RR#1, La Grand Terre A0N 1R0
642-5771 (s); 644-2804 (h); 642-5164 (f)
Marc Cormier, École Notre-Dame du Cap
CP 170 RR#3, Cap St-Georges A0N 1E0
644-2070 (s); 644-2190 (h); 644-2262 (f)
(Third representative to be named)

(C) = Chairperson

NLTA Group Insurance Alert

Input Sought from Insured Members

by BARBARA LEWIS

All options of the NLTA's Group Insurance Plan will be placed on the market in the Spring 2001 for bids from all interested insurance companies. In preparation for that marketing process, the NLTA's Group Insurance Trustees are seeking input from all insured members: active, retired, on leave, etc.

At the October Joint Council Meeting, Branch Presidents were updated on the current financial status of the various insurance options. They also received a questionnaire on insurance priorities. This questionnaire has been mailed to all schools and to the Retired Teachers' Association of Newfoundland and Labrador.

Your input is now requested. The questionnaire is brief. You are asked to list your top five insurance priority issues and fax your reply to the NLTA Office as soon as possible. The original request for return was November 30, 2000. These priorities will be tabulated and used by the Trustees in designing the insurance market specifications. This is your chance to have input into how the insurance coverages may look in the future. Remember: new benefits cannot be added at the current rates unless other benefits are reduced. Retaining current benefits and adding others will require premium increases. In that case, insured members will have to pay higher premiums, *unless* NLTA can negotiate greater premium payments from government. Example: Insured members currently pay 100% of the Dental premiums. To add additional dental coverages, i.e. Orthodontics, will require a substantial increase in premiums. This premium increase will have to be passed on to insured members in the absence of a negotiated contribution from Government. Please keep this reality (among others) in mind, when listing your priorities. (The above example applies to all insurance coverages). This is your opportunity to tell the NLTA Group Insurance Trustees which coverages are most important to you. Please Reply.

Barbara Lewis is Administrative Officer, Benefits and Economic Services Division, with the NLTA.

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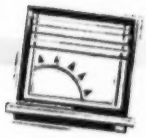

Emotions Are a Life Puzzle

by MARIE WALL

Life can be very complex, with many components that make up our world and our relationships. Emotions are but one part of the larger picture of who we are. Feelings drive much of what we do, often from when we eat to what our purpose is in life. Feelings can be a puzzle in our lives. A puzzle has many shapes and sizes, and while each piece is distinct from the others, it may also have many similarities. And while each emotion is valid in its own right, when they are put together you have a complete picture. Being emotionally illiterate, not knowing what you are feeling or what to do because of the feeling, can affect a person's esteem. It can be compared to not knowing the language while living in a foreign country. With the world of emotions being such a puzzle it is worth the bother to become more aware of them. Emotions are the language of life.

"Feelings act as messengers, internal responses to external experiences, which motivate us to action. Learning to pay attention to these messages...is essential for a healthy adult."

Joyful and painful emotions are not to be judged as good or bad, but to be felt and accepted for what they are – messages, part of the bigger picture. They are a response to some events in life. They are messages that help us know what is happening, or not happening, and they give us direction for what may need to occur. Emotions are the basis for much of what we do and how we live. Experiencing the vitality of life is the desire most of us yearn for. Emotions play a big role in this quest.

Emotions are the basis of the language of relationships. Love relationships begin by intense feelings that are sparked at the start of a relationship. Very few, if any, people marry because of logical reasons. Whether the marriage is based on true love or personal need, the basis of marriage is most often emotional. The fondness felt when a friend is near, the bonding of fun and play between comrades, or the intense love for your child are experiences that draw on your emotions. This also plays out in the classroom, your like or dislike for a student resonates with an internal response. Relationships, decisions, and actions are integrally connected to our emotional state. While most of our actions are based on our invisible internal drive few people are able to name what they are feeling at any given time.

Feelings and emotions have often been given a bad rap. In the body-mind duel, we have been taught to pay attention to the logical side of a battle. The mind has been valued more than emotion and often people are dismissed for showing strong emotion. There is also a gender difference when it comes to emotions; women have more permission to express their feelings than men. As well, women are often expected to carry the burden of doing the emotional work within a relationship or family. The perception is that men either do not feel or will not share their feelings. These attitudes shortchange everybody. We all have feelings and are capable of relating to others, yet it does require skills that may not have been learned at critical times in our lives.

Many people have never developed a good understanding of their emotional world because they have never been taught to recognize what they are feeling, the purpose of feelings, or what to do with them. Feelings are most often judged as good or bad, thus it is easier to say, "I am feeling good today," or "this is awful." It is more difficult to say what is the good feeling, whether it is confidence, ease, or love. The same is true when a person is feeling "bad".

Many people have a very poor understanding of their emotional life. How often have you heard someone say, "don't be so foolish", "get over it", or "stop crying". These statements discount a person's feelings and teach that it is not safe to express your emotions. It follows that if this happened on a regular basis the individual would stop trusting their emotions and sharing the experience with others. For the person who has discounted the feelings of another this is often the result of

being uncomfortable with feelings or unable to fix it for the other person. It is easier to dismiss the experience than listen to the person. Unfortunately this response can play a role in breaking the bond in a relationship.

Being emotionally literate is a challenge today for many adults. Feelings act as messengers, internal responses to external experiences, which motivate us to action. Learning to pay attention to these messages, to what is happening and what action needs to take place is essential for a healthy adult. We have all used traffic lights to know how to proceed. Emotions are the traffic cop of our body. There are red, yellow and green light emotions. The thing about traffic lights is we learned what they meant and how to respond early in our lives. It did not need to be relearned when we got our drivers licence, we just knew. We did not all learn about emotions as we grew up. As adults it becomes our responsibility to learn. The red light tells us we must stop. There are also emotions that tell us to stop, such as fear, guilt or shame. The yellow light warns to proceed with caution, as do anxiety and tension. Just as the green light signals to carry on, contentment and confidence are emotions that encourage us to move on in our lives. The thing to remember is, just as the traffic lights change and you act accordingly, so do emotions. We must listen to the message of the emotion and take action. Would you ever stay at a traffic light for an hour just watching it change or would you move with the signal? It is also important to move with emotions. Staying in anger, shame or guilt will result in being stagnated in our lives. Feel the emotion, listen for the message and act.

Being able to share our feelings, needs and insights enhances our relationships. Some of the predominate emotions that we deal with in our lives are anger, sadness, fear, joy, excitement and contentment. Expanding your emotional understanding will give you more confidence in dealing with this important area of life. If we are to know the language of emotions then we need to know what they are and what we can do with them. This makes the puzzle easier to decipher and enhances the essential elements of life, relationships, with others and ourselves.

Marie Wall is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Marie Wall (ext. 265) or Kathy Taylor-Rogers (ext. 242).

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The Changing Nature of Teaching in Canada

by LESLEY-ANN BROWNE

In mid October I, along with several other NLTA Administrative staff, had the opportunity to attend the Canadian Teachers' Federation Demographics of the Teaching Profession Conference called "The changing nature of teaching in Canada". This conference was scheduled back-to-back with regularly scheduled CTF staff officer meetings therefore providing the opportunity to attend both. There were many sessions at the conference, some plenary where all attended while others were workshop sessions. Obviously I can only report on those that I attended, but if you wish any information on the conference feel free to contact me. If I did not attend the session, I can put you in touch with the person who did.

"100% of school boards in Newfoundland and Labrador and the Territories expect hiring difficulties in 2001."

The conference included a pre-conference workshop Saturday afternoon. I attended "The 'researchers' challenge; the needle in the haystack and/or the piece of the puzzle" presented by David Livingston, Professor at the Ontario Institute for Studies in Education. Although a very "dry" session, it did give participants the opportunity to share experiences and strategies to address the ongoing demands of research faced now and anticipated in the future.

The conference program was outstanding. It included sessions by Dennis van Roekel from the National Education Association (US), and John Bangs from the National Union of Teachers (UK). In this session the presenters described teacher needs for the United States and the United Kingdom and how the search for qualified teachers becomes more competitive. Both presenters agreed that teacher supply problems have taken on new meaning.

Other plenary sessions included: "The Changing Face of Public Education: Focus on the Teachers," a panel discussion; "The Teacher of the Future", an unusual characterization by Langdon Winner of the Rensselair Polytechnic Institute; "Response and Responsibility", another panel discussion on the responsibility of all education partners to address the issues of demographic realities; "What We Know So Far", presentations on research that is being undertaken to help us better understand the demographic patterns affecting education and issues related to teacher supply and demand.

Another workshop, "Wanted: French teachers for a small, friendly community in Northern ...", looked at teacher shortages and how they will not be felt equally in all subject areas, in all parts of the country. The presenters, which included Dr. David Dibbon from Memorial University, looked at what will attract teachers to particular jobs in particular places and what options will need to be considered when no one answers the ad.

The workshop "Supporting beginning teachers" was an eye opener to the work carried out by Professional Development staff across this country. Their programs for beginning teachers are outstanding. This workshop addressed what is being done to support new teachers and what else can be done. A significant number of all those trained and employed as teachers leave the profession in the first five years. This session investigated the role of more experienced teachers, administrators, teacher organizations, and teacher employers in supporting and retaining new teachers.

A highlight of the conference was the session, "Demographics in Context", presented by Michael Adams, President of Environics. The purpose of this plenary was to situate the demographics of the teaching profession within the context of the many changes (social, political, economic, etc.) influencing public education.

During the conference CTF released the results of a survey conducted by Vector Research and Development Inc. between June 8 and July 10, 2000. It involved 272

school superintendents and other senior officials in school districts across the country. Some key findings of the survey were:

- Over 2/3 of Canadian school boards expect to have difficulty hiring teachers next year.
- 51% of school boards surveyed indicated they found it increasingly difficult over the last four years to attract qualified candidates for full-time teaching positions – especially in rural areas.
- 78% of school boards rated teacher retirement as the top factor contributing to the teacher shortages over the next five years, 70% said an increased number of students with special needs and 58% said fewer graduates.
- In the last four years there have been increased teacher shortages in subject areas in the field of general science, chemistry, biology and physics.
- The majority of provinces ranked speech therapists as the teachers most likely to be in short supply.
- The highest concerns about retaining beginning teachers were expressed by NWT school boards (67%) and Ontario school boards (60%).
- 3/4 of school boards had difficulty attracting substitute teachers in the last school year.
- 100% of school boards in Newfoundland and Labrador and the Territories expect hiring difficulties in 2001.

Because of the findings of the survey and data collected, CTF is calling for the following:

- increase the number of spaces in teacher training institutions;
- develop and support programs for beginning teachers;
- work to improve the conditions under which teachers teach and children learn;
- maintain supportive programs, resources and competitive remuneration packages;
- utilize the pool of substitutes and part-time teachers to fill full-time positions;
- provide greater opportunity for in-service and training;
- increase investment in public education and the provision of education resources.

In this brief article I have attempted to summarize a great deal of information, but I have only touched on a small amount of the material and resources that were available at this demographics conference. Obviously space limitations do not allow me to go into a more in-depth description of the workshop sessions and information provided by the speakers and presenters. This overview, however, does provide the summary of the highlights and major discussions. It was truly a valuable experience.

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Project Overseas
The Malawi Trip

by ROBERT GOULDING

When I heard I'd been selected as the NLTA's representative for Project Overseas and then received final confirmation in February by the Canadian Teachers' Federation (CTF), I felt as though I'd won the lottery. I never imagined I'd get such an opportunity.

From that moment on, things began to move at a frantic pace – a host of vaccinations over Easter, stacks of reading material, and a four-day training program in Ottawa with other Project Overseas participants. Then it was off to Malawi, Africa in July.

We spent 1 ½ days in Amsterdam and then travelled to Nairobi, Kenya. Upon arrival at Nairobi International Airport at 5:30 a.m. following an 8 ½ hour flight, I was struck by the coolness – only 9°C. One of my fellow teachers informed me that this temperature was the norm for the time of year.

Following a two hour stop over in Nairobi, we departed on another two hour flight to Malawi. The airport in Malawi was small but elegant and the smell of the African air was unique and encompassing at the same time. We were greeted by executives of the Teachers Union of Malawi (TUM) – the Secretary General, his assistant and the Executive Secretary. They were very pleasant and friendly as they welcomed us to their country.

After a 30 minute drive we arrived at our lodgings. The owner made us feel welcome from the very outset and the accomodations were quite pleasant, clean and very "homey". The scenery from the back patio was gorgeous and the realization that I was in Africa finally set in. After getting acquainted with our "home" and staff we were treated to a tasty lunch of Chombo, the staple fish of Malawi. Then it was nap time. I shared a very spacious room for four weeks with Dino DePaoli, a History teacher from Alberta. Dino is a great ambassador for Canada, an excellent teacher, and a true gentleman.

Over the next three days we met with TUM executives, visited their offices, and toured the inner city. The highlight of those three days, however, was visiting the local schools.

Meeting teachers and students that first Friday in the three school visits was one of my greatest experiences. I was totally amazed at the integrity, professionalism and grace these Malawians brought to their students and classrooms. There were 48 teachers for 3,124 students! To complain is not part of the Malawian culture and smiles were always apparent.

Monday was our first day of teaching at National Resources College where for three weeks I taught Biology to the student teachers. Our daily routine consisted of rising at 6:00 a.m., off to school at 7:00 a.m. with classes beginning at 7:30 a.m. Our school day ran from 7:30 a.m. to 4:30 p.m. with an hour for lunch and teaching upwards of five hours of classes a day. A hectic schedule for sure and most nights during those three weeks, lights were out for me at 9:30 p.m.

Robert Goulding and four young students posing in front of the entrance to their school.

Our group had an opportunity to travel for each of the three weekends we were in Malawi. From river safaris to National parks, pottery shops to local craft stores, Lake Malawi, the British Embassy and the African villages, we tried to do and see it all. But it was the Malawian people who made our experiences so enjoyable – from the four-year-old carrying water in the village to the local school headmaster doing everything from teaching to plumbing, carpentry and entertaining visitors. I will never forget their smiles and their warmth.

It is very difficult to sum up a month in Africa in one small article. It was everything I thought it would be – a life changing experience, one which I hope to have an opportunity to do again some day.

I owe a sincere thank you to the Newfoundland and Labrador Teachers' Association for their sponsorship and endorsement of this program and also to the staff of the Canadian Teachers' Federation who went far beyond the call of duty. They truly are a professional group of people who were incredible to work with. I would like to thank the seven teachers who taught me many new things both before and during our trip to Malawi. I would also like to extend my thanks to the staff and students of Basque Memorial All Grade in Red Bay, Labrador. Their encouragement and inspiration stayed with me throughout my experience in Malawi. But most importantly, a very sincere thank you to the hard working teachers of Malawi with whom I had the privilege to teach. They truly are an inspiration and make me very proud to be a teacher.

"In four short weeks the teachers of Malawi taught me more about education, commitment and caring than I have experienced in my life time."

In four short weeks the teachers of Malawi taught me more about education, commitment and caring than I have experienced in my life time. I learned about life and learning, to be truly happy with what I have and to live life to its fullest.

Project Overseas has been a highlight of my teaching career. I am truly proud to be a teacher from Newfoundland and Labrador and have enjoyed the privilege of representing Canada in such a worthwhile and powerful project. To other Newfoundland and Labrador teachers who are "thinking" about Project Overseas – don't think any more – act now! Get your application in. You will be thankful you did.

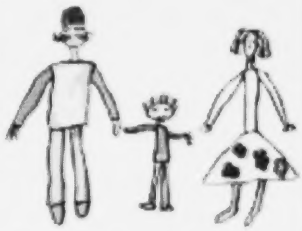
If you would like to know more about my Project Overseas experience feel free to contact me. I would be quite pleased to share my experience with you.

Robert Goulding is a teacher at Mountain View Collegiate in Roddickton. He can be contacted at Tel: 709-457-2430 (school) or via e-mail: rbgouldi@stemnet.nf.ca.

FEBRUARY 14, 2001

JANEWAY DAY

An opportunity to teach children



Every year, Janeway Day in the schools provides an opportunity for children in this province to help other children. In fact, since 1986, students and teachers in Newfoundland and Labrador have donated more than $610,000 to the Janeway. That's something for us to be proud of!

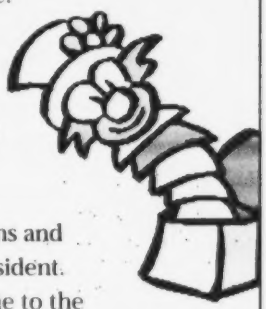
Make sure you participate in Janeway Day 2001; here's how:

BEFORE FEBRUARY 14TH...

Announce the project and explain what's involved.

If possible spend some time discussing the Janeway Hospital with your class or have a student who has been a patient at the hospital tell classmates about the experience.

ON FEBRUARY 14TH...



Ask students (and teachers) to forego the equivalent of recess monies for this one day. (That's their donation to the Janeway.)

AFTER FEBRUARY 14TH...

Principals should deposit the donations and write a cheque to their NLTA Branch President. Branch Presidents will then send a cheque to the NLTA (make out to "Janeway Day in the Schools Fund") by February 28th.

Note: To receive a receipt, give your name, address, and amount of donation to the principal with the money from your class, who will forward this information to the NLTA.

* If you are sending your donations directly to the Janeway, ***please*** indicate on your cheque "Janeway Day in the Schools".

Janeway Day in the Schools is an annual fundraising effort sponsored by the Newfoundland and Labrador Teachers' Association in conjunction with the Newfoundland and Labrador School Boards Association. It is the only fundraising effort sponsored by the NLTA.

A New Century of Learning

The Roles of Educational Personnel

by WAYNE NOSEWORTHY

The June 2000 issue of *The Bulletin* gave an overview of my experiences at the International Labour Organization's (ILO) meetings concerning lifelong learning, held in Geneva, Switzerland in April of 2000. This article fulfills my commitment to focus in more detail on many of the issues raised at the international forum.

The "platform" for discussions at these meetings was a background paper titled "Lifelong Learning in the Twenty-first Century: The Changing Roles of Educational Personnel", prepared through the coordination of Mr. Bill Ratteree, Education Sector Specialist, Sectoral Activities Department of the ILO. Based on the findings of Mr. Ratteree's research and the debate at the sessions in Geneva, I offer the following observations. My commentary will be devoted to two fundamental aspects of the deliberation.

Lifelong Learning Systems: Concepts, Policies, Access and Funding

In an effort to be concise, I will represent the key findings and conclusions in point format.

- The need for learning to be a lifelong function is a now widely accepted conceptual change.
- The need for lifelong learning is driven by social and economic concerns.
- Lifelong learning systems are still in their infancy and plagued by a lack of any learner-centered approach and/or culture of learning.
- Developed and developing countries must commit to:

a) universal enrollment in primary and elementary school;

b) universal literacy and numeracy;

c) greater access to secondary/higher education;

d) adequate transition from schooling to work.

- Throughout the world community, 130 million children have no access to even basic education; two-thirds of these are girls.
- Millions more do not reach even Grade 5, a standard benchmark for minimal learning in the international community.
- It is estimated that in excess of 900 million people over the age of 15 years are illiterate; this represents one-sixth of the world's population.
- Most developing countries are investing much less than 6% of GNP, which is seen as a recommended minimum standard for elementary/secondary schooling.
- The funding for adult education is limited to less than 1-2% of GNP in developing countries.
- The 1990's saw a worldwide slowdown in the recruitment of teachers, leading to an increasingly huge gap between the less developed and most developed countries, as it relates to pupil participation.
- Fewer males are entering the teaching force worldwide, in a dramatic fashion, leading to a feminization of the teaching profession.

The conclusion reached by participants is that the world community must recognize the paramount importance of education as the key to social and economic advancement throughout the world but particularly in the less developed countries.

Educators: Roles, Responsibilities and Professional Development

The responsibilities and ever-changing roles of educational personnel are at the heart of developing a strong educational system and stable society in nation states worldwide.

Recognizing the depth of analysis and the scope of debate that encompassed this particular dimension, it is my intention to devote my next, and concluding article, in this series to the importance of teachers, teacher leaders, and learning environments.

Wayne Noseworthy is Executive Director of the NLTA.

RESOURCES

SCULPTURE VULTURES: HOW TO MAKE FABULOUS SCULPTURES FROM USED PAPER

Sculpture Vultures, by Susan Rennick Jolliffe and Jane Ellens, is an instructional book for creating wonderful sculptures from discarded paper and cardboard. It is for anyone who can hold a pair of scissors – children, parents, and grandparents (with or without the kids!) interested in the art of play. Teachers searching for curriculum-friendly projects will find *Sculpture Vultures* useful for art, drama, history, language arts and science.

This book will guide you with simple, well-illustrated steps to create skill-building art projects cleverly disguised as fun. *Sculpture Vultures* offers an exciting, environmentally sound approach to transforming discarded paper such as cereal boxes and old magazines, into masks, headdresses, marionettes and creatures.

Sculpture Vultures (ISBN 1-894263-29-4) is published by General Store Publishing House, 115 pages, spiral bound, $18.95.

HOIST YOUR SAILS AND RUN

Hoist Your Sails and Run, by Robin McGrath, is a delightful story about Emma Trimm and Aquin White who live in Portugal Cove, Newfoundland. The story evolves around a high school science project on the mysterious giant squid. Aquin knows his ancestor, Tommy Picco, encountered a giant squid in the waters off Portugal Cove in 1873. Through his adventures and events of the summer they come to understand the importance of the legendary creature in the life of Aquin's ailing grandfather. Tuckamore Books, $11.95, soft cover.

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Mathieu Da Costa Awards Program 2000-01

The Mathieu Da Costa Awards Program was launched by the Government of Canada in February 1996 and is administered by the Canadian Teachers' Federation. The program invites elementary and secondary students (ages 9 to 18) to research, discover and celebrate the contributions made by Canadians of Aboriginal and diverse ethnocultural origins to the building of Canada. It enables students to develop a more inclusive appreciation of Canadian citizenship and identity.

DEADLINES

Entries accompanied by the **Consent Form** must be postmarked no later than **JANUARY 12, 2001**.

FOR FURTHER INFORMATION on categories, theme, criteria and format, contact: Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, ON, K2P 1B4

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- Contacts: jgall@ctf-fce.ca or dsolo@ctf-fce.ca

Canadian Teachers' Federation

NLTA Christmas Hours

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from December 23rd to
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allow staff to enjoy
the holiday
season

Merry Christmas

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April 4 - 6, 2001

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THE QUEST FOR CHARACTER: AN INTERNATIONAL SYMPOSIUM ON CHARACTER EDUCATION

April 26-28, 2001

Sheraton Parkway Toronto North Convention Centre. The York Region District School Board presents a Conference on Character Education for teachers, administrators, superintendents, student leaders, trustees, school councils, business and community partners. Symposium fee: $495 per person. To request a detailed registration brochure contact Barb Rowe, Tel: 416-223-6164, Fax: 416-223-5657, E-mail: BarbRowe@compuserve.com.

CAP CONFERENCE

May 16-18, 2001

Winnipeg, Manitoba. Theme: "Democracy and Educational Leadership into the New Millennium". Speakers include John Ralston Saul, Stephen Lewis and Michael Fullan. For information check the CAP web site at www.resd.mb.ca/cap2001.

13TH NATIONAL CONFERENCE ON LEARNING DISABILITIES

September 27-29, 2001

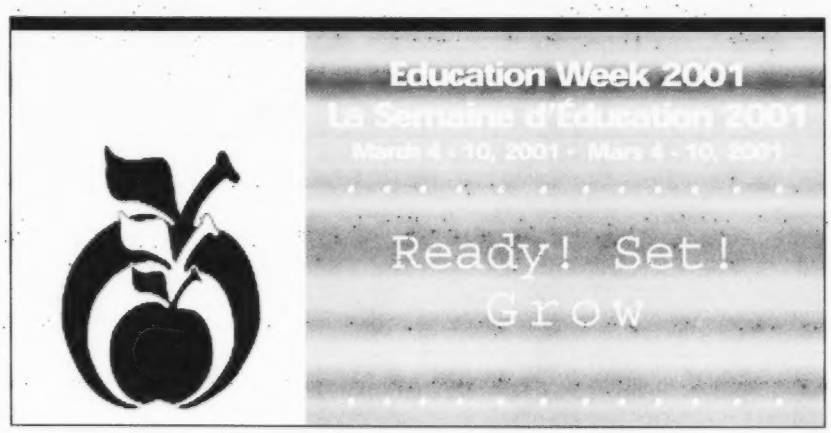
Halifax, Nova Scotia. Share information and knowledge about learning disabilities with experts from across North America. Keynote Presenters: Richard Lavoie, M.Ed., Riverview School, Massachusetts; Arlyn Roffman, Ph.D., Lesley University, Massachusetts; Byron Rourke, Ph.D., University of Windsor, Ontario; Cecil D. Mercer, Ed.D., University of Florida; and children's author Sheree Fitch, Chocolate Lake, Nova Scotia. Registration materials available January 2001. Please e-mail or call to be added to the mailing list: ldans@ns.sympatico.ca; Tel: 902-423-2850; Fax: 902-423-2834. Web site: www.nsnet.org/ldans.

MUSIC

October 19-21, 2001

St. John's. Contact: Mary Dinn, Tel: 709-579-9111, Fax: 709-579-2448.

Note: Contact the Professional Development Division at the NLTA for any changes or additions to NLTA Special Interest Council workshops/conferences.



DATES/DEADLINES

DECEMBER 2000

Dec 31	Deadline: Barnes, Allan Bishop and Special Recognition Award Nominations
Dec 31	Deadline: 2001 Christmas Card Contest entries

JANUARY 2001

Jan 12/13	NLTA Executive Meeting
Jan 15	Deadline: Bancroft Award Nominations
Jan 18	Deadline: Proposed changes, amendments or repeal of by-laws for BGM 2001 must be received at the NLTA office by this date
Jan 18	Deadline: Professional Development Fund applications

FEBRUARY 2001

Feb 1	Deadline: Nominations for offices of President and Vice-President must be postmarked by this date for inclusion in *The Bulletin*
Feb 1	Deadline: Educational Leave Applications
Feb 8	NLTA Executive Meeting
Feb 9/10	Joint Council Meeting
Feb 14	Janeway Day in the Schools
Feb 18	Deadline: All remaining material for *The Bulletin* (nominations for Provincial Executive, resolutions for BGM, branch delegates and branch alternates' names) must be postmarked by this date for inclusion in *The Bulletin*

MARCH 2001

Mar 4-10	Education Week
Mar 8/9	NLTA Executive Meeting
Mar 31	Board Deadline: Notice for retirement at end of school year
Mar 31	Deadline – Centennial Fund Award Nominations: International Conference Presenter; Educational Research Program; Project Awards; Study Awards